DOCUMENT RESUME

ED 363 813 CG 025 084

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TITLE Turn on the Turned-Off Student. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE 92
NOTE 34p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
AVAILABLE FROM Youth Change, 275 N. Third St., Woodburn, OR 97071-4705 ($12 per book, $90 per set of eight).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Dropout Prevention; *High Risk Students; *Potential Dropouts; Secondary Education; *Secondary School Students

ABSTRACT

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It focuses on the problems of students who are not interested in school and who may be considering dropping out of school. The problems associated with dropping out are explained and the need for an education is emphasized throughout the lessons. The relationship between a complete education and successful adult living is explored in a number of lessons. Some lessons are designed to motivate students to attend school and to eliminate obstacles to attending school. Students are provided with clear guidance on when they should attend school. One lesson demonstrates to students how much they miss when they are absent from school; another demonstrates how missing classes seriously interferes with learning. One lesson is designed to assist students from dysfunctional or crisis-oriented families, and other distracted students, to put aside problems and focus on school. Students are shown that they are accountable for the results they achieve in school and are helped to reconsider negative attitudes they have about teachers, administrators, and other school personnel. One lesson assists students who are competence-anxious to become less anxious about making mistakes in school. Throughout the lessons, the need for education in the future is emphasized and the relationship between success in school and success in adult life is highlighted. (NB)

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Breakthrough Strategies to
TEACH and COUNSEL
Troubled Youth

Social Skills • School Skills • Coping Skills LESSON SERIES

ED 363 813

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Turn On the Turned-Off Student

Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

School Skills

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Lesson 1

Compare the Potential Power: Drop-Outs vs. Grads

Goal: To convincingly demonstrate to at-risk youth that they will be chronically, seriously handicapped if they drop out of school.

Materials: Chalkboard, chalk, one large felt pen for each student, one copy for each student of the major Sunday newspaper in your area.

1. ▲ **Inform** the students that they will be learning about personal power. **Distribute** the newspapers to the students and **ask** the class members to use the markers to highlight the possessions, vehicles and homes they wish to have during their lives, then **ask** each student to briefly share their choices with the class.

2. ▲ **Assist** the students to discuss what resources they will likely need in order to ever be able to actually secure the items they desire. **Aid** the class members to conclude that they will need income in order to make their dreams a reality.

▲ **Assist** the class to develop a list on the board of the income levels necessary to fund their desired purchases. (For example, **help** the students estimate the income needed to own a boat, car or home: To quickly make an approximate determination of the minimum yearly gross income level needed to buy a home, multiply the home price by 14% then divide by 28%). Group this information into a chart similar to that shown below:

Item	Minimum Income

3. ▲ **Ask** the students to look in the classified ad section of their newspaper and to determine what types of jobs will meet the minimum income level they will need to reach their dreams. **Ask** each student to circle all of the positions that they would either would like to have, or will need to have to obtain the income level they may need.

▲ **List** a sampling of jobs and their incomes on the board then **assist** the students to determine which of these jobs require a high school diploma, GED, college education or no education. **List** the education requirements next to each job.

4. ▲ **Assist** the students to determine that many/most jobs in your area require at least a high school diploma or GED. **Aid** the class to determine that the better paying jobs are most likely to have high education requirements. **Ask** the students to cross out all the jobs they had circled but would be unable to access if they fail to complete high school. **Ask** each student to also cross out all the circled possessions, vehicles and homes that they would be unable to access because they will not have the needed minimum income level. **Ask** the students to identify which jobs they can access without a diploma or GED, and to assess if they want that job and it's income and power.

▲ **Ask** the students to compare who has more options, control, access and power throughout their life? drop-outs or grads.

5. ▲ **Review the major points of this lesson**:

- To be able to have the possessions, vehicles and homes you want, you will need a job with a good income.
- Many of the best-paying jobs require a lot of education.
- You will be denied access to many jobs if you lack a GED or high school diploma.
- Most of the jobs available to drop-outs are low-paying and will deter or prohibit you from obtaining many of the possessions, vehicles and homes you may want.
- Grads have a much greater range of job options and often acquire far greater financial power and independence than drop-outs.

Even Rock Stars "Gonna" Need School

Goal: To debunk students' unrealistic beliefs that they can make money by selling drugs, joining a gang, marrying a wealthy person, etc. and thus avoid needing or using an education.

Materials: Chalkboard, chalk, one copy for each student of "Sooner or Later, Will They Never Really Need School?", pens.

1. ▲ **Inform** the students that they will be examining if everyone really needs an education. **Ask** the students to identify explanations youth could offer as why they will not need school and **list** their answers on the board, **Elicit** answers such as drug dealing, becoming a rock or sports star, family support, relying only on government assistance, and marrying a wealthy spouse. **Allow** the students to discuss why these circumstances could appear to eliminate the need for having and using an education.

2. ▲ **Distribute** the copies of "Sooner or Later, Will They Really Never Need School?" and **review** one item at a time with the class.

▲ **Ask** the students to formulate the "Top Ten Ways the Rock Star Will Wish S/He Had an Education", and repeat for the model, gang member or other individuals as needed. **Elicit** responses such as the "the rock star loses his hearing" or "the wealthy man divorces the wife".

3. ▲ **Ask** the students to formulate a list of adult tasks that virtually everyone may ultimately face. These tasks will require education and can include reading contracts, writing a will, grocery shopping, and paying taxes. **Write** the students' responses on the board, then **ask** the class members to identify which of these tasks will require education. **Aid** the students to determine that people who lack a complete education, will often be unable to successfully manage these adult tasks.

4. ▲ **Ask** students to identify ways to avoid the tasks listed on the board, such as hiring an accountant to prepare taxes. **Assist** the class members to cite the serious problems that could result. For example, because the person is not knowledgeable in math and taxes, the accountant steals a portion of the income or tax payment. **Assist** the class to conclude that education is vital for everyone sooner or later.

5. ▲ **Review the major points of this lesson**:

- Life is full of surprises that you may need education to manage.
- To be in charge of your life, you must have enough education to understand what is going on around you.
- Successfully managing adult tasks and responsibilities requires a complete education. Although some tasks can be delegated, you will need enough education to oversee and evaluate how the work is being conducted.

Sooner or Later, Will They Really Never Need School?

THE ROCK STAR
ROCK NEWS
"I CAN'T EVEN BALANCE MY CHECKBOOK" destitute star cries!!
MORE NEWS
STARS MANAGER STEALS $$
Discovers star knows little math
THE MODEL
WORSE NEWS
MODEL GAINS 50 POUNDS career ruined!
VAGUE
Couldn't read how to use mascara model says blemish grows!
THE DRUG DEALER
THE NEWS
• Dealer released
• Now homeless
• Has HIV
Drug dealer's Home Confiscated!
THE SPORTS STAR
I've enjoyed being your coach. See ya, champ...
Gee... what will you do now? You can't even read!
THE WIFE OF A WEALTHY MAN
MOO
B NEWS
A WIFE OF
O WEALTHY MAN BROKE!
Husband leaves all to CASH-COW
NASTY NEWS
WEALTHY MAN DEAD.. wills fortune to COW! Wife has beef with will
THE GANG MEMBER
NEWS HEADLINES
• Gangs GONE
• Former Gangsters Lack Jobs
• Some Live on Streets
Gang member shot. No money for funeral.
Channel 4 NEWS

Lesson 3

Can You Do the Proper Work to Manage Adult Paperwork?

Goal: To convincingly demonstrate to students that a complete education will be essential to successful adult living.

Materials: Chalkboard, chalk, pens, actual or simulated forms, applications, letters, citations, wills and notification forms such as IRS Tax Forms, housing assessment notices, bank overdraft notices, collection company letters, eviction notices, drivers license renewal application, vehicle registration forms, rental applications, credit applications, loan agreements, rental and purchase agreements, and contest and prize offers.

1. ▲ **Inform** the students that they will be investigating the importance of school. **Ask** the students to discuss if school is essential to future survival and success. **Permit** students to assert that school is irrelevant and unnecessary.

2. ▲ **Inform** the class that they will be investigating if school is actually essential or irrelevant to future survival and success by evaluating how well class members could function as adults without completing their education. **Ask** the students to identify activities, possessions, hobbies, jobs and goals they hope to have in the future. (If some students insistently claim to have no aims, state that you believe they may have some goals but rather than argue about it, these youth should just name goals they might have "if they did have goals".)

▲ **Inform** the class that they will now assess how ready they are for adult living-- based on their current education level-- by attempting to manage some of the common paperwork tasks adults face. **Distribute** the forms and notices to students based on students' stated interests. For example, a student who wants to own a truck could be given an application for credit to buy the vehicle along with registration forms, tax forms and loan agreements.

▲ **Assist** one student at a time to discuss with the class specifically what the form consists of, and how they would perform all tasks associated with it. If students have problems fully understanding or managing the form, **encourage** other class members to observe that additional education would have assisted the student to more successfully complete the task. **Assist** the class to determine the likely consequences of improperly completing the forms and **ask** the student if they would like to receive or avoid that negative result.

3. ▲ **Collect** the forms and redistribute to students, but this time the distribution should be based on life events that could occur, not on the students' hopes for the futures. For example, one student may plan to just use his brother's car and won't need to read well enough to know about registering a vehicle. This student could be told that his brother moved away. **Assist** one student at a time to discuss how they will manage the paperwork and again **ask** the class members to offer feedback on whether education could have helped engender superior results. **Assist** the class to conclude that education is essential preparation to be able to function successfully managing paperwork in the adult world. **Offer** a third trial if needed by again collecting, redistributing and discussing the forms.

4. ▲ **Review the major points of this lesson**:

- Many of the goals, hopes, hobbies, dreams and ideas you have for the future will require education.
- To be able to successfully manage adult tasks, you will need a complete education.
- Just to manage the "paperwork part" of being adult, you will need a complete education.

Lesson 4

Are You Ready for Life in the Adult Lane?

Goal: To convincingly demonstrate to students that a complete education will be essential to successful adult living.

Materials: Chalkboard, chalk, one copy for each student of "Are You Ready for Life in the Adult Lane? Quiz", pens, a ten speed bike (optional) and sewing needles, thread and material (all optional).

1. ▲ **Inform** the students that they will be investigating the importance of education. **Allow** the students to discuss if education is necessary for the future, and **permit** students to assert that school is unnecessary.

2. ▲ **Inform** the class that they will be discovering their personal education readiness by taking a quiz. **Distribute** the "Are You Ready for Life in the Adult Lane? Quiz" and **review** with the students. **Direct** the class members to respond to each of the items.

▲ **Inform** the class that they will now discuss their responses to the quiz. *(The answers include: 1. The occupant agrees to stop the annoying problem that is happening near his home. 2. Annual net income is approximately $16,000--66% of the annual gross income of $24,000. Federal and state withholding will be about 33% of the gross annual income, about $8,000. The monthly maximum rental payment or maximum mortgage payment is about 28% of the monthly gross, about $600. 3. 1 cc is one cubic centimeter, acetaminophen is a pain reliever, t.i.d. means three times daily, p.r.n. means as needed, an HMO is a health maintenance organization that provides health care insurance services. 4. Students can be asked to demonstrate these repair chores using the actual items. 5. A duffer is a golfer.)*

Discuss the students' final scores and assist the class to determine if the class members could benefit from additional education.

3. ▲ **Ask** the students to discuss what classes they dislike in school, or feel are unproductive. **Acknowledge** to the class that some classes can appear to have little future value, then **challenge** the students to identify ten ways each seemingly irrelevant course could one day prove essential. For example, a seemingly irrelevant class in math could be needed to pay bills, determine truck mileage and build a house.

4. ▲ **Review the major points of this lesson**:

- Life as an adult is highly varied and unpredictable. Classes that appear irrelevant can become essential training in the future.
- To be ready to face everyday adult tasks, you will need a complete education.
- The question is not whether you need a complete education, but when will you need it.

Are You Ready for Life in the Adult Lane? Quiz

Fill in the blanks completely.

1. I have sophisticated reading skills that permit me to read complicated forms such as rental agreements, loan applications, legal notices and housing assessment bills.

TRANSLATE: *The applicant hereby agrees and affirms to abate said egregious nuisance from the adjoining area abutting said site.*

_____

2. I have a firm understanding of math, logic and basic computation sufficient to understand state and federal tax forms, calculate monthly mortgage payments and understand how interest and credit are calculated.

DETERMINE: *Based on a monthly gross income of $2000, determine your annual net income, likely annual federal and state payroll withholding amount and the maximum monthly mortgage or rental payment you would likely qualify for through a traditional lender.*

_____

3. I have a solid education in a wide variety of areas such as Science and First Aid, that has thoroughly prepared me to handle the wide range of events and issues I will encounter throughout my life.

TRANSLATE: *You receive a call from your daughter Yolanda's school saying that she may have ruptured her tibia in a fall. The school's nurse practitioner recommends giving her 1 cc of a liquid acetaminophen generic or equivalent t.i.d. She also urges you to immobilize the affected area p.r.n. and locate a pediatric orthopedist that is part of your HMO if Yolanda's status deteriorates.*

_____

4. I have a solid education in a wide variety of areas such as Industrial Arts and Home Economics, so I am well-prepared to handle the wide range of events and issues I will encounter throughout my life.

DESCRIBE HOW TO REPAIR: *Your son's favorite blanket got entangled in your daughter's ten-speed racing bike. The blanket is torn and he has cried for three hours asking you to fix it. The chain, hand brake and shifting functions are now not working on the bike and your daughter was planning to be in a bike race in a half hour.*

_____

5. I have a thorough education in a wide variety of areas such as Music, Art and Physical Education so I am well-prepared to handle the wide range of events and issues I will encounter throughout my life.

ANSWER THESE QUESTIONS: *You have almost obtained the job you've always wanted. All you must do now is meet the CEO so she can determine if there you are someone who would fit into the organization. When you arrive at her office, she asks you if you like baroque music and asks you to select some from her extensive collection of various music styles to listen to while she quickly makes a call. When she returns, she talks about how important being a duffer is to her and asks you to tell her what your handicap is. She mentions that she plays at a club that is very nouveau and avant garde with an extensive collection of abstract art. She asks you who your favorite abstract artist is.*

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RATE YOUR EDUCATIONAL READINESS FOR ADULTHOOD:

5 Right ..... Looking Ready
4 Right ..... Getting Ready
3 Right ..... Need to Get Ready
2 Right ..... Start Studying
1 Right ..... Stay in School
0 Right ..... Don't Leave Home Without More Education

Lesson 5

Maximum Strength Motivation Makers

Goal: To dramatically motivate youth to come to, and work in school. (Note: This lesson is designed to be a powerful motivation builder for use with extremely resistant youth. If these exercises appear too intense for your students, just discuss the exercises with the class instead of doing them. These exercises are intended to be implemented in a caring, humorous manner; clear boundaries for safety and respect must be offered.)

Materials: Chalkboard, chalk, three or four cans or small boxes (For the cans: select a can of cat food, brake fluid and motor oil or similar non-food item. For the boxes: select a box of brillo pads or soap or other non-food item), construction paper and tape (used to cover the boxes and cans to hide their contents from the students), a dinner plate, transparent drinking mug or cup, a fork, spoon and can opener.

1. ▲ **Inform** the students that they will be investigating what it is like to go through life without a complete education. **Inform** the students that they will be participating in, or watching an experiment that will allow them to sample what it would be like to be a drop-out in an adult world. **Conduct** the experiment as described below:
Place the covered-up boxes and cans on a table then ask one student to select their dinner. The student will profess to be unable to do so because the contents not visible. Respond to that concern by asking the youth to select anyhow. Once the student has selected two or three items, emphasize that NO ONE WILL ACTUALLY EAT OR DRINK ANYTHING, then remove the covers and reveal the labels. Next, open the containers and place the contents on the plate or in the cup. While restating that no one will be eating or drinking anything, ask the student if s/he would want to ever eat something like that for dinner. After the student indicates that they would not, note that students who lack a solid education, especially reading skills, run the risk of regularly having this kind of encounter. Discuss that if this type of occurrence would not bother you, and eating this type of dinner wouldn't trouble you, then dropping out may be attractive. Note that if this type of unpleasant, unexpected surprise would be repugnant, then you may wish to stay in school and learn all that you need to know to be fully informed. **Discuss** the experiment with the class.

2. ▲ **Inform** the class that they will be further sampling what the experience of being a drop-out in an adult world can feel like. **Ask** the participants to identify which necessary adult skills are learned in school. **Elicit** answers such as "you need math skills to understand and pay bills"; **list** the responses in a column on the board.

▲ **Assist** the class to observe that education is vital in a tremendous number of ways, and that without this foundation of skills, a person will be seriously handicapped. **Assist** the students to identify other handicaps that people can face in life, such as blindness, then **aid** them to recognize that while most handicaps are not chosen, the handicap of being an illiterate or a drop-out are often not inflicted upon people. **Note** that most people with handicaps would eliminate them if they could; the handicap faced by drop-outs is the rare disability that may be avoided or modified.

3. ▲ **Ask** the students who are considering dropping out to further sample the handicap they may face by participating in another experiment. **Ask** these students to further experience the handicaps of being a drop-out by spending a day living with a physical handicap, such as blindness or the loss of use of an arm. **Simulate** these conditions by using ribbon to tie an arm behind the student's back, or use a blindfold to recreate blindness. Other conditions can be used. **Discuss** the students' reactions to living with their temporary disability and **relate** their reactions to the experiences they would likely face as a drop-out or illiterate.

4. ▲ **Review the major points of this lesson**:
- Living life without essential reading skills, or a complete education will often result in frequent, unexpected, problematic difficulties.
- Most handicaps are inflicted upon people, not self-selected. You have a choice whether to endure the lifelong handicap of being a drop-out or illiterate.
- Most handicaps are lifelong sentences that are not within the person's power to avoid or reverse. You have the power to avoid or reverse the disability of being a drop-out or illiterate.

Seek and Cure the Causes of School Flu

Goal: To assist students to eliminate obstacles to coming to school.

Materials: Chalkboard, chalk.

1. ▲ Ask the class members to give reasons why students don't come to school. **Elicit** answers such as "baby sitting younger kids" and "didn't feel like it". **Write** the students' responses in a column on the board then **ask** them to sort the answers into "valid" and "invalid" reasons for missing school. **Assist** the students to define "valid" reasons to be explanations which would work in the job setting. An example of a valid reason is "I have strep throat". **Define** "invalid" excuses such as "I had to watch my brother", as unacceptable in the work site.

2. ▲ Inform the class that they will be discussing the use of invalid excuses for missing school. **Inform** the class that using these invalid reasons for being absent can be called having the "school flu". **Ask** the students to determine if they are any ways to manage the school flu. **Considering** one invalid reason at a time, **ask** the class members to identify specific ways to eliminate the obstacles to coming to school.

3. ▲ Ask the students to each identify if they commonly use an invalid reason to be absent from school. **Aid** the class to actively assist each student to develop a specific, step-by-step plan to minimize or eliminate any invalid reasons that they miss school. Some common problems and solutions are shown below:

- I have to baby sit my brothers and sisters: *Assist the student or the parent to identify free/low-cost child care; arrange the swapping of baby sitting with other parents needing child care; postpone baby sitting until after school; identify Headstart and pre-school placements for the sibs; older youth can take evening GED classes.*
- I have to help my Mom with chores or errands: *Assist the student or parent to identify social service agencies, religious, fraternal and volunteer groups who might provide aid with chores; ask the parent to delay the tasks until after school; ask the student to attempt to plan to do the tasks after school; older students can pursue evening GED classes.*
- My Dad thinks school is a waste of time: *Convince the student and/or parent on the value of school; assist the student to develop their own evaluation of school; highlight the student's accomplishments and potential; detail how important the student is to the class.*
- I have to keep my family out of trouble: *Provide information on co-dependency; aid the youth to discover that s/he cannot parent their parents; assist the youth to recognize that the best way to address the cycle of family problems is to break the entrenched patterns and become an example of how to finish school and succeed.*
- I'd rather watch TV or play video games: *Assist the student to identify the long term results of this plan; work with parent or student to limit TV/video games; identify in-school activities such as working with computers that may offer a satisfactorily alternative; wean the student from TV/games into school; use TV/games as reinforcer for school success; expose the student to other youth who have learned to schedule TV and games around school commitments.*

▲ Ask the students to predict the future for youth who continue to have the school flu versus those who learn to avoid it. **Ask** each student to identify which results they want, and whose job it is to manage the school flu is.

4. ▲ Review the major points of this lesson:

- There are both valid and invalid reasons for being absent from school. Invalid excuses include explanations such as "I had to wash my hair" or "help my Mom". These reasons would not work in the work place.
- Valid reasons for missing school would also be proper reasons for absence from the work site. A valid excuse is being very ill or having a death in the family.
- You can control how often you catch the school flu. It is your job to control the school flu.
- Controlling or curing the school flu will allow you to be in school enough to learn the skills you will need for success in life.

Lesson 7

Will You Be Ready When Life Strikes?

Goal: To demonstrate to students that they will need a complete education to cope with the unexpected events they will face in the future as adults.

Materials: Chalkboard, chalk, slips of paper (on each slip write one event that could occur in an adult's life that they would need a complete education to cope with. For example: "Your spouse dies leaving her computer repair business without anyone to run it" and "The state has moved to condemn your apartment". The slips should include some statements that are very complex to understand, such as "Your HMO is denying reimbursement and demanding a $15 co-payment for using a non-member orthopedist without pre-authorization." Allow about 2-3 slips of paper for each student.)

1. ▲ **Ask** the class members to share their opinions of whether school is necessary. **Allow** students to indicate that school appears irrelevant to their futures.

▲ **Inform** the students that they will be playing a game called "Life Strikes" that tests out whether school is likely to be necessary in the future. **Complete** these steps to play the game:
*To start the game, **inform** the students that some of the class members will be handed slips of paper. **Inform** the class that on each slip is a problem that an adult could encounter, then slowly **walk** around the room and occasionally **say** "Life Strikes" to one of the class members. As you say "Life Strikes", **hand** that student one or more slips of paper. **Remind** the students that just like in real life, they will have no control over how many times they are struck by life-- the instructor may give one slip, no slips or ten slips. **Inform** the students that they can read the slips, and can show them to others. Once all the slips have been distributed, **ask** several students to share what their slips said. Then **ask** the class to decide if the problems listed on the slips reflect real issues that adults can face. After obtaining a consensus, **say** the following sentences: "If you were struck by life (you received one or more slips of paper), raise your hand and leave it up. Lower your hand if you would be able manage these problems without having a complete education." **Assist** the class to actively confront any student who unrealistically believes that their problems could be managed without having an education. **Observe** to the class that most/all of the students believe that a complete education will be necessary to handle the unexpected events that adults often face.*

2. ▲ **Inform** the class that they will be further exploring the importance of school to adult living by making up a brief soap opera script. **Ask** the class members to each take a turn adding one sentence to a soap opera story called "As Life Strikes". **Provide** parameters on what kind of content will and will not be accepted, and **ask** the students to include in the story, a wide range of events and incidents that adults face. **Write** each sentence on the board until each student has had the opportunity to add one or more sentences to the story, then **assist** the class to bring the story to a close. Next, **ask** the students to identify all the times in the story that education will be required. **Observe** that education is necessary on a daily basis in adult living.

3. ▲ **Ask** the students to each forecast what unexpected events their future may hold when they too are likely to need education.

4. ▲ **Review the major points of this lesson**:

- Adult life is not predictable. It can be hard to tell now what events will occur later, but you will need education to cope with them.
- Very many of the problems and events that can unexpectedly occur for adults, will require education to manage.
- You will have unexpected events happen in your future and you will need education to manage them.

Lesson 8

There's "No" Excuse Not to Come to School

Goal: To provide students with clear guidance on when they should come to school.

Materials: Chalkboard, chalk, one copy for each student of "Find the Reason to Stay Home from School", pens.

1. ▲ **Ask** the class members to share their opinions of how they can determine whether they should come to school or stay home.

▲ **Inform** the students that they will be examining a series of statements that students sometimes make about why they didn't come to school. **Ask** the class to determine if these are valid reasons for missing school. **Distribute** the pens and the copies of "Find the Reason to Stay Home from School" then **discuss** the students' responses with the class. **Assist** the students to determine that the list contains no valid reasons for missing school.

▲ **Ask** the students to add to the list, invalid excuses they've used, or heard other students use. **Write** these items on the board then **discuss** these additions with the class.

2. ▲ **Ask** the class to develop a guideline to help students evaluate whether they have a valid or invalid reason for missing school. **Ask** the class members to each take a turn formulating a one-sentence guideline for determining how to tell if a student should attend school. **Write** these suggestions on the board. **Assist** the class members to formulate a criteria that most students agree is valid. A popular criteria is "If you are breathing (and neither you or any of your family members are seriously injured or ill), then come to school". If appropriate, **include** in the criteria, references to religious holidays and other genuine ethnically/culturally based concerns, as other legitimate times to be absent from school.

3. ▲ **Ask** the students to each remember the last time that they missed a day of school and **ask** for volunteers who are willing to share with the class how their excuse rated using the new criteria.

4. ▲ **Review the major points of this lesson**:

- Many of the excuses students offer for missing school are not important enough to justify being absent.
- One way to tell if you are able to attend school is to evaluate your reason using a criteria such as "If you are breathing, (and neither you or any of your family members are seriously injured or ill), then come to school".
- School is so important to your future that there is often no excuse not to come to school.

Find the Reason to Stay Home From School

Circle all the valid reasons for missing school

I have to wait for the mail to come.

I have to wash my hair.

My face is breaking out.

It might rain.

I have a test.

My teacher's probably mad at me for missing school yesterday.

I can't keep up in class.

I don't feel like it.

My Mom doesn't make me go.

I was going to be late for school anyway.

I had to baby sit.

I had to work.

I had to help my cousin move.

I didn't know there was school today.

I've already missed a lot of school.

Nobody notices.

I hate P.E.

I had nothing to wear.

My hair was a mess.

I only had dirty clothes to wear.

I didn't have lunch money.

I'm just gonna be a Mom anyways.

I've had a really big fight with my boyfriend and I might run into him at school.

My Dad never went.

Lesson 9

Dropping Out Can Leave You Defenseless

Goal: To allow students to experience some of the common consequences they may experience if they elect to drop out.

Materials: Chalkboard, chalk, pens, one copy for each student of "Do People Need Training to..." form.

1. ▲ **Ask** the class members to share their opinions of whether training is often necessary prior to undertaking an activity by examining the copies of "Do People Need Training to..." **Assist** the class to discuss if school training is necessary to success in life.

2. ▲ Ask the students to consider the impact of receiving or not receiving training to undertake an activity. **Ask** the class to determine the impact of training on the following activities: *driving a motorcycle, building a campfire, skydiving, building a house, fixing a car, piloting a plane, scuba diving, sailing.* **Identify** to the class, and **write** on the board: *"training usually enhances results while the lack of training leaves the person at risk and vulnerable".* **Ask** the students to determine the impact of lacking school training. **Aid** the class to recognize that the lack of training can leave a drop-out relatively defenseless. **Write** on the board and **discuss:** *Drop-outs are relatively defenseless.*

▲ **Ask** the students to identify specific ways that drop-outs are relatively defenseless. **Elicit** responses such as "They often can't read complex documents very well."

3. ▲ **Ask** the class members to each identify some of their future goals and plans and to determine how they could become relatively defenseless if they drop-out before reaching these goals. **Assist** each student to determine the likely benefits of continuing their training.

▲ **Assist** each student to discuss if they want to go through life well-prepared or relatively defenseless.

4. ▲ **Review the major points of this lesson:**

- To be well-prepared to perform many activities, training is necessary.
- Training maximizes your chances to succeed in an endeavor.
- Lacking preparation often leaves you with a much smaller chance of succeeding.
- Dropping out of school ends your educational training to succeed in life. This can leave you relatively unprepared and defenseless throughout life.

Do People Need Training to...??

Lesson 10

Cutting School Cuts Options

Goal: To demonstrate to students how much they miss when they are absent from school, and how missing a day's work makes it harder to learn tomorrow's lessons.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to consider the impact of training on performance in the following activities: *motorcycle riding, skateboarding, archery, bicycle riding, driving a car, swimming and basketball.* **Assist** the students to conclude that training enhances performance.

2. ▲ Ask the students to consider the impact of receiving partial training or inconsistent training to complete activities. First, **address** PARTIAL TRAINING: **Ask** the class to determine the impact of incompletely learning about the activities they discussed earlier: *motorcycle riding, skateboarding, archery, bicycle riding, driving a car, swimming and basketball.* **Elicit** answers such as "If you don't learn all the rules of basketball you'd be completely unable to play in a competent way." **Write** on the board and **discuss:** *Incomplete training usually leaves you incompletely ready.*

3. ▲ **Address** INCONSISTENT TRAINING: **Ask** the class to determine the impact of sporadically learning about the activities they discussed earlier, by coming to the training sessions on an erratic basis: *motorcycle riding, skateboarding, archery, bicycle riding, driving a car, swimming and basketball.* **Elicit** answers such as "If you don't come regularly you'll forget the swim stroke you learned the month before and have to start all over." **Write** on the board and **discuss:** *Inconsistently receiving training usually leaves you inconsistently learning, and often just leaves you behind.*

4. ▲ **Review** with the class the two sentences on the board, and **elicit** agreement with the statements:
Incomplete training usually leaves you incompletely ready.
Inconsistently receiving training usually leaves you inconsistently learning, and often just leaves you behind.

▲ **Ask** the participants to apply these two statements to students who attend school inconsistently or drop-out. **Assist** the class to recognize that just as incomplete and inconsistent training in most activities is often unsuccessful, the same is true for school.

▲ **Ask** students to rewrite the two phrases on the board, inserting the word "school" and "student" as appropriate, then **discuss** the revised phrases and **re-write** on the board. **Assist** the class members to apply these statements to their own experience of school **eliciting** comments such as "Now I understand that math is so hard for me because I miss school so much."

5. ▲ **Review the major points of this lesson:**
- Incomplete training in school usually leaves you incompletely ready.
- Inconsistently receiving training in school usually leaves you inconsistently learning, and often just leaves you behind.
- Many classes you find difficult may actually not be that hard; they may become hard because you miss so much instruction.
- When you miss school, you reduce your ability to learn and benefit from school.

Lesson 11

What You Miss Today, Makes it Harder to Learn Tomorrow

Goal: To demonstrate to students how missing classes seriously interferes with learning, often causing course work to seem much more difficult that it may actually be.

Materials: Chalkboard, chalk, one copy for each student of "Rate How Well You Can Learn When You Miss Class", pens, a substantial amount of building blocks, "Tinker Toys", checkers, "Legos" or "Duplos" so that each student can have at least ten to twenty-five pieces; each student must have a similar assortment of pieces.

1. ▲ **Ask** the class members to participate in an experiment on learning. **Inform** the class that the experiment will have 3 trials and the students will rate how well they can learn during each of the trials. **Distribute** the "Rate How Well You Learn When You Miss Class" forms to the students and **begin** the experiment as follows:

*Trial 1- **Distribute** the pieces to the class members then **instruct** them to copy a model that you build out of the pieces. After the instruction has been completed, **compare** the instructor's model with that of the students then **ask** the class members to fill in the first section of the form.*

*Trial 2- **Begin** to offer instruction on making another model out of the pieces, but partway through the instruction, **direct** the students to leave the room. They must miss enough instruction that it will make it very difficult or impossible for them to complete the model. You should to hide several pieces inside the model or behind it during the time that the students are out of the room. Absent students will not know about these pieces. After the instruction has been completed, **compare** the instructor's model to those of the students', then **ask** class members to fill in the second section of the form.*

*Trial 3- **Direct** all of the students to leave the room and have them absent while you **provide** instruction on building another model. The model should consist of two sections with one of the sections remaining out of the students' view. The model can also contain pieces inside or behind it that absent class members will not be able to know about because they were out of the room during instruction. The students should miss enough instruction that it will be very difficult or impossible to complete the model. After this instruction has concluded, **compare** the students' models with that of the instructor, then **ask** the students to complete the remainder of the form, then discuss the experiment results and form with the class. **Assist** the students to recognize that they learn most effectively when they are present for all the instruction.*

2. ▲ **Ask** the students to identify the classes that they find the most difficult, then **discuss** how missing instruction may make a class seem more difficult than it would otherwise be. **Ask** the class to identify how missing instruction could make it much more difficult to succeed in the classes cited.

3. ▲ **Ask** the class members to identify activities they hope to do during their lives and **elicit** answers such as "get my driver's license" and "become a doctor". **List** the responses in a column on the board then **assist** the class to determine the likely results of missing instruction when preparing for these activities. **Relate** the class's observations to students' missing instruction time at school.

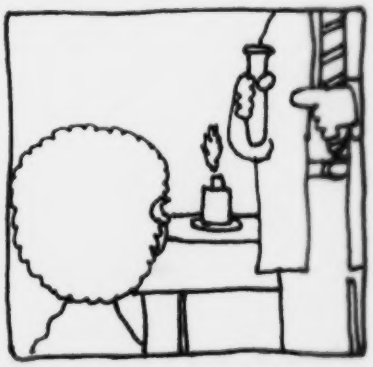
4. ▲ **Review the major points of this lesson:**

- Most people learn best and can most easily master information when they are present for all of the instruction that is offered.
- Most people have problems learning and mastering information when they miss some of the instruction that is offered.
- Most people have great difficulty learning and mastering information when they miss all of the instruction that is offered.
- Many classes that seem to be very difficult may actually be relatively simple to master if you receive all of the instruction offered.
- Learning can be easy when you're there to learn.

Rate How Well You Can Learn When You Miss Class

When You Are Present for All of the Instruction

- ❒ I learn very well
- ❒ I learn okay
- ❒ I have some trouble learning
- ❒ I am unable to learn what is being taught

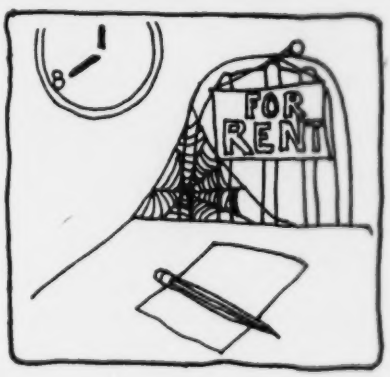


When You Miss Some of the Instruction

- ❒ I learn very well
- ❒ I learn okay
- ❒ I have some trouble learning
- ❒ I am unable to learn what is being taught

When You Miss All of the Instruction

- ❒ I learn very well
- ❒ I learn okay
- ❒ I have some trouble learning
- ❒ I am unable to learn what is being taught



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☛ **I LEARN BEST AND CAN MOST EASILY COMPLETE TASKS WHEN:**

- ❒ I am present for all the instruction
- ❒ I miss some of the instruction
- ❒ I miss all of the instruction

Lesson 12

Do You Need Education for Your Trip to Forever?

Goal: To demonstrate to students how necessary education will be to their futures.

Materials: Chalkboard, chalk, a container to hold slips of paper, Side Trip Slips (These are slips of paper that each list an unplanned "side trip through life" that a person could encounter. For example: "You decide to become a doctor to find a cure for the new, fatal Ango Pango disease you've caught" or "After your spouse dies, you have to quickly find a high paying job to support your seven children and seriously ill mother". Make one to more slips for each student.)

1. ▲ **Ask** the class members to imagine that the instructor is about to take them on a trip. **Inform** the class that you will not tell them how long they will be gone; it could be one minute or forever. **Inform** the class that you will not specify whether it will be hot or cold, wet or dry, isolated or urban--all the details of the destination and time lines are a secret, but the students can take with them anything they would like. **Ask** the students to name the items that they would take with them. After the class members have named a large number of items, **ask** the students that since they don't know where they are going or how long they will be gone, would they like to take everything they can with them? **Assist** the group to develop a consensus that because they don't know the details of this trip, they will take with them everything they can because they might need it.

2. ▲ **Inform** the students that the hypothetical trip is not really make-believe, that the class members will actually be taking the trip that was discussed. After permitting the students to speculate about this possibility, **inform** the class that you will now reveal the destination they are all going to. **Tell** them that they are taking a "Trip to Forever"; it's a "Trip Called Life". **Observe** that the students were correct that they will need everything that they can take because they really won't know exactly where they are going or how long they will be there or what they will really need.

▲ **Ask** the class to relate these observations to school: will students need education on their Trip to Forever?

3. ▲ One at a time, **ask** each class member to identify their future goals, and to note if education will be necessary to obtain and maintain these careers, possessions, responsibilities, etc. After each student has offered their plan, or even if they state they have no plans, **inform** that class member that life often does not work out as planned, and **ask** them to reach into the container of Side Trip Slips and to find out what really happens to them on their trip to forever. After the student reads the slip, **assist** the student to consider if they will need education to be ready to manage the unexpected side trips they will encounter as adults.

4. ▲ **Review the major points of this lesson:**

- You are leaving on a Trip to Forever. This trip is a trip through life.
- You don't know where you are going on your Trip to Forever, or how long you will be there, so you will need everything that you can take with you.
- You will need a complete education on your Trip to Forever.
- Life is full of many unexpected side trips. To be ready to manage these unexpected events, you will need a complete education.

Adapted from a story created by Career Path Services, Spokane, Washington

Lesson 13

Putting Aside Problems During School

Goal: To assist children from dysfunctional or crisis-oriented families, and other distracted students, to put aside problems to focus on school.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to discuss if they ever feel distracted from school by personal or family problems. **Inform** the students that this class will offer them help to put aside problems so they can focus on school.

▲ **Ask** the students to determine if having family or personal problems reduces a student's need to obtain a full education. **Assist** the class to agree that even students with problems will have to have enough education to pay bills, hold a job, compute taxes, read a rental contract, etc.

2. ▲ **Inform** the students that getting adult help with serious problems is usually necessary, but in addition to that, the student may also need help to put aside the difficulties long enough to focus on school. **Inform** the class that they will be developing strategies to help students stop being distracted by personal problems during school time. **Ask** the class for specific suggestions, and **list** their answers on the board. **Include** the suggestions shown below in the discussion:

- *Throw Away Problems- write down your problem on a piece of paper then crumple it up and throw it away. Imagine you threw away your problem.*
- *Give Away Problems- tell the teacher, your counselor, or a friend about the problem and ask them to worry about it during class for you.*
- *Erase the Problem- imagine your problem is written on the blackboard, then take an eraser and wipe it away. Imagine your problem is gone.*
- *Set a Time for Problems- ask a teacher, counselor or friend to let you talk about your problem before or after class so you can "get it out of your system" enough to focus on school.*
- *Write or Draw Your Feelings- to get your anger or other feelings out, write or draw about them.*
- *Arrange Time to "Exercise Your Feelings Out"- find a punching bag or weights, or run a few laps to cool off.*
- *Talk It Out- find someone who understands your problem who may have some answers that could help you.*
- *It May Not Be Your Problem- some problems really belong to other people. For example, dad's drinking may make you mad, but it really is first his problem, not your's. No one can make anyone else change. We can only change ourselves.*
- *Don't Make One Problem Into Two- if you really have a serious problem, don't add more problems to it by missing out on the education you are going to need in life-- whether you have problems or not.*
- *Worrying Doesn't Solve Anything- and while you're worrying, you're missing out on the education you're going to need.*

3. ▲ One at a time, **ask** each class member to identify one technique they could use to overcome the distraction of personal problems. Also **ask** each student to offer to help one other student manage their distracting concerns. **Ask** the students to report back to the group on the results they achieve.

▲ **Discuss** with the class how managing distractions to focus on school will be important preparation for overcoming distractions in the workplace.

4. ▲ **Review the major points of this lesson:**

- Sometimes personal or family problems can distract you from paying attention in school.
- While serious personal or family problems often require adult help, you can also help yourself to overcome the distraction these concerns present during class time.
- There are many ways to put aside serious problems so you can focus on school.
- Having serious problems does not lessen your need for school. Despite any problems, you will still need to pay taxes, read a loan agreement, pass your driver's license test, fill in a job application and read basic legal documents.

Lesson 14

Only You Determine the Results You Achieve in School

Goal: To show students that they are accountable for the results they achieve in school; to aid students to reconsider negative attitudes they have about teachers, administrators and other school personnel.

Materials: Chalkboard, chalk, one copy for each student of "Who Determines the Results You Get in School?", pens.

1. ▲ **Ask** the class members to discuss who determines the results a student achieves in school. **Allow** students to assert that accountability does not rest with them, but with teachers or administrators.

▲ **Inform** the students that they will be investigating who determines the results they obtain in school by reviewing some cartoons. **Distribute** the copies of "Who Determines the Results You Get in School?" and **ask** the class members to complete the form. **Discuss** the completed forms with the class, **assisting** the students to agree that teachers, administrators and other school staff only react to students by predictably proffering consequences; only the students create the results.

2. ▲ **Inform** the students that they will be examining further who actually is responsible for the results students achieve in school. **Ask** the class members to list common school problems and rule violations and **write** their response in a column on the board. **Elicit** answers such as "hitting others" and "failing classes". **Ask** the students to determine the likely consequences of each of these problems and violations. **Identify** to the class that the consequences of students' actions can be anticipated, these results should not be a surprise; the staff person is merely reacting predictably.

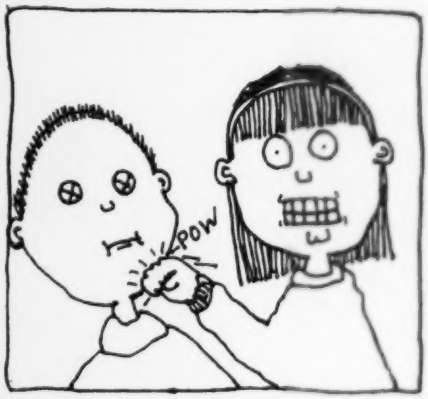
3. ▲ One at a time, **ask** each class member to identify consequences and results they've experienced in school that they have severely disliked. **Assist** the rest of the class to actively assist that student to recognize that the student really controls whether or not they receive these results, not the staff person.

4. ▲ **Review the major points of this lesson:**

- Teachers, administrators and other school staff usually react predictably to your behavior. They only react to your actions so you control your results, not anyone else.
- The consequences that occur in your school are usually proffered on a predictable basis. You can avoid negative results by avoiding the behaviors that lead to them.
- You create the results you achieve in school.

Who Determines the Results You Get in School?

Predict the results the student will face in each of these cartoons and draw your answer in the empty box after each arrow. Decide who really determines the results a student gets, and who just reacts: write your answers on the arrow.



The Action

Who created the result?

Who just reacted?

The Results

The Action

Who created the result?

Who just reacted?

The Results

The Action

Who created the result?

Who just reacted?

The Results

Lesson 15

What You Don't Know, May Hurt You

Goal: To demonstrate to students the persistent and overwhelming difficulties and vulnerability they may experience if they fail to complete their education.

Materials: Chalkboard, chalk, pens, a large assortment of mail typical to the mail that an adult would receive. (Photocopy actual letters, bills, contest award notices, legal documents, tax forms, overdraft notices, mortgage statements, insurance policies, credit card statements, etc). One copy for each student of "The Non Semi-Revocable Personal Service Contract" (which is a complex, wordy, but very one-sided agreement awarding all of the student's future income to the instructor), pens.

1. ▲ **Ask** the class members to test their readiness for adult living by taking turns managing a typical adult's mail. **Give** each student a sampling of mail then **ask** the class members to read the mail. Working with one student at a time, **ask** the student to share with the class how each piece of their mail should be handled; **assist** the student to respond to the following questions and discuss with the class:
   - Describe specifically what the document says.
   - Describe the best way to manage this document.
   - Describe how you can verify the accuracy of the document.
   - What risks or consequences could happen if you mismanage the document?

2. ▲ **Inform** the students that dropping out limits the information a person has, and leaves them having to rely on others for the education they don't have for themselves. **Ask** a student who believes that this reliance would not be problematic, to sample having to rely on others for what they don't know. **Ask** this student to identify several of the goals that they most hope to attain as an adult, and **elicit** answers such as "become a pilot" or "be really rich". Once you have ascertained their goals, **offer** the student the opportunity to obtain one goal: **tell** the student all they must do is sign the contract you offer and you will arrange everything for a small fee. **Offer** the student a copy of the "Non Semi-Revocable Personal Service Contract" and **distribute** copies to the class. **Ask** the student to sign the document and you will fulfill your offer. If the student signs, **inform** them that they have signed over their life savings to you forever irrevocably. If the student will not sign, **ask** them to explain and evaluate the contract. When they have difficulty completing this task, **assist** the class to discuss the ramifications of lacking this knowledge.

3. ▲ One at a time, **ask** each class member to interpret a sentence from the contract. **Assist** the students to discover how much they will need reading, math, comprehension and general knowledge skills that are taught in school. **Ask** the students to guess what often happens to people who lack the education, and **assist** them to conclude that quite often, *"what you don't know, may hurt you"*.

4. ▲ **Review the major points of this lesson:**
   - Managing complex, important documents is a common adult chore that requires a complete education.
   - When you lack a complete education, adult paper work tasks can seem overwhelming and confusing.
   - When you lack the skills you need to complete adult tasks, you must rely and trust others to manage these responsibilities for you. Normally, adults manage these tasks themselves instead of relying on others.

NON SEMI-IRREVOCABLE PERSONAL SERVICE CONTRACT

To assure that the parties of both parties can determine a mutually satisfiable course of action that addresses the concerns of all participants, this document shall be created. The first party shall be the said signor shown below at left. the second party shall be said instructor or said signor shown below at right. The first party wishes to enter into an agreement with the second party to obtain certain remuneration, services, products, items or documents not herein specified at length.

The first party understands that to provide said remuneration, services, products, items or documents, the second party must be provided certain remuneration and compensation for the activities undertaken herein on the behalf of the first party and at the request and behest of the first party. Said first party agrees to account for all and any future proceeds generated as a result of the actions of the second party effective this date without revocation. Said accounting must be certified by a licensed, certified public accountant of the choosing of the second party. The first party shall bear all costs associated with this accounting with no right to review or deny said costs. Any litigation resulting form actions taken on the part of the second party's accountant shall be the responsibility of the first party who shall hold the second party harmless with regard to the accounting component of this agreement. The first party agrees to bear all expenses and legal fees to resolve any disputes that arise regardless of who is the complainant.

The first party must maintain state board approved liability coverage to ensure that the interests of the second party are not injured. This coverage must be perpetual through the lifetime of the agreement. Failure to maintain this coverage shall result in a 87% penalty fee, 222% surcharge, litigation at the first party's expense or doubling of the annual remuneration provided during the calendar year when the offense actually occurs. The choice of insurer shall rest with the second party and the first party has no right of appeal.

The first party shall in perpetuity enforce and enact all measures of this document and acknowledges said responsibility herein. The first party shall remit in total all revenue generated as a result of any assistance ever offered by the second party. Assistance shall include any action that potentially or actually benefitted the first party, the family of the first party, the offspring of the first party or persons residing in geographical proximity of the first party. Said assistance need not be repetitive but singular in nature to qualify. All revenue must be subject to immediate transfer and the first party withdraws any notice of appeal, and swears and affirm his understanding and recognition of this arrangement. The first party understands and affirms that said document shall also encumber and cover the income generated by past, future and present spouses, offspring, parents and other familial members and their spouses, offspring, parents and extended relations. These participants acknowledge this document to be in effect in perpetuity or until 2349 A.D. whichever comes first.

I swear and affirm I understand this document and the services and obligations it entails. I will perform these obligations as described.

Signed,

First Party Second Party

Date

Lesson 16

Are You Ready for Your Future?

Goal: To assist students to positively imagine themselves in the future, and to illustrate how they will need education to meet their future goals and dreams.

Materials: Chalkboard, chalk, pens, paper, (art supplies and audio/video taping equipment, which are all optional).

1. ▲ **Ask** the class members to share their goals for the future. **Tell** students who claim to have no goals, that most people do have goals, but rather than debate their assertion, they should offer the aims they might have "if they did have goals".

▲ **Ask** each student to imagine what they will be doing twenty five years from now, and **ask** the class members to write the instructor a letter detailing all that has happened during that time. Students can include the results they've achieved in jobs, family and other areas; they may make drawings or tapes, if possible. **Inform** the students that they will be asked (but not required) to share their letter with the class. **Discuss** the completed letters from students who are willing to share what they wrote. **Ask** students who do not wish to share their entire letters to consider sharing portions of their letters.

2. ▲ **Ask** the students to look at their letters again and determine how important having a complete education will be during the next 25 years of their lives. Every letter is likely to show that the student used their education in business, on the job, to raise a family, travel, etc. **Assist** the students to see that connection between education and their future.

3. ▲ **Identify** to the class that a person is only given one chance to live their life; you cannot go back and do it again. **Ask** each student to consider if they wish to waste or use their chance in life, then **discuss** the students' observations with the class.

4. ▲ **Review the major points of this lesson:**

- Throughout your future you will need and use your education.
- You are given just one chance to live your life. You many wish to use that chance rather than waste it.

Lesson 17

If You're Breathing, You're Going to Make Mistooks

Goal: To assist students who are competence-anxious to become less anxious about making mistakes in school.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to discuss how they feel about making mistakes in school. **Encourage** students to vent their feelings about having to participate in class discussions, tests, and quizzes, and respond in class to teachers' questions.

2. ▲ **Inform** the students that making mistakes in school is normal: that is how people learn. **Ask** the students to discuss if famous people make mistakes, and **assist** the students to speculate on the kind of mistakes that are made by their favorite sports, rock and TV stars. **Identify** to the students that everyone makes mistakes.

3. ▲ **Ask** the students to discuss how people are likely to act when they become extremely concerned about making mistakes. **Assist** the students to determine that these people may just stop their involvement in activities in order to avoid making additional errors. **Ask** the students to consider what would happen if their favorite sports, rock and TV stars responded similarly. **Ask** the students to determine what would happen if other adults responded in this way. **Assist** the class to conclude that avoiding an activity to avoid making mistakes will not work well in the adult world.

▲ **Assist** students to determine the concerns that can develop when a student avoids school to avoid making mistakes. **Assist** the class to offer specific suggestions on how a student can become less worried about making mistakes in school. **Include** suggestions such as:

- By coming to school regularly, you will miss less work and not fall so far behind.
- Tell yourself making mistakes is normal.
- Remind yourself that nobody but you even notices many of your mistakes.
- There is no way to avoid making mistakes.
- Worrying doesn't keep you from making mistakes.
- Systematically relax your body or breathe slowly when you feel yourself becoming concerned.

4. ▲ **Review the major points of this lesson:**

- Making mistakes is a normal part of life that can not be avoided.
- Making mistakes in school is normal. In the course of learning, you will often make mistakes.
- There are many ways that you can help yourself to reduce your concern about making mistakes.

Lesson 18

Is It Cool to be in School?

Goal: To disrupt students' beliefs that positive participation in school is "uncool"; to demonstrate that success in school helps build success in life.

Materials: Chalkboard, chalk, one copy for each student of "Are You Cool or Are You a Fool if You Do Well When You're in School?"

1. ▲ **Ask** the students to rate the following items as generally "cool" or "uncool" (positive or negative): money, a big house, a good job, a successful business, nice clothes, a state-of-the-art stereo system, a new car.

▲ **Ask** the class members to discuss how they feel about doing well in school. **Permit** answers such as "it's not cool to come to school" and "school's a waste of time".

▲ **Identify** to the class that school success is often/sometimes considered to be negative by some students, yet many of the items that education can lead to, are considered quite positive. **Ask** the students to address this inconsistency.

2. ▲ **Inform** the students that they will be further examining if school failure is superior to school success. **Distribute** the copies of the "Are You Cool or Are You a Fool if You Do Well When You're in School?" and **discuss** with the class. **Assist** the students to note that school success (which is sometimes viewed as negative) is often essential to obtain to many of the items in life they believe are positive.

3. ▲ **Ask** the students to discuss how many years people are likely to view school failure as a positive event. **Assist** the class members to determine that this outlook is likely to persist just a few years, that most adults feel school success is important. **Ask** the students to determine how long people are likely to view jobs, possessions, automobiles, homes, businesses, etc. as important. **Assist** the class to determine that those items will probably have lifetime importance. **Ask** the students to determine which will have lasting importance for them and which will not. **Ask** the students to determine which they want for themselves.

4. ▲ **Review the major points of this lesson:**

- Some students may view school success negatively. This view usually fades quickly.
- Many of the benefits that your education brings are considered extremely positive.
- Many of the items you feel are positive and important, are most likely to be reached if you complete your education.
- Although some people may view dropping out of school as positive, school failure often leads away from many of the lasting positive things in life, such as successful jobs, businesses, possessions, homes, etc.

Are You COOL or Are You a FOOL if You Do Well When You're in School?

Find the FOOL and find who's COOL.

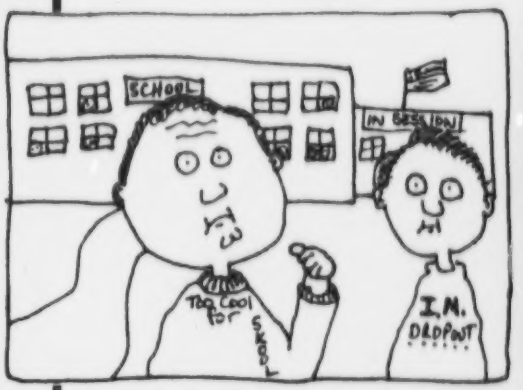
NOW

THE FUTURE

NOW

THE FUTURE

NOW



THE FUTURE

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Lesson 19

The Rest of Your Story

Goal: To assist students to project themselves into the future, and to realistically imagine how having or lacking a complete education will dramatically and powerfully shape their lives.

Materials: Chalkboard, chalk, pens, paper, art supplies (optional), audio/video taping equipment (optional).

1. ▲ **Ask** the students to summarize the advantages and disadvantages of having a complete education. **List** the students' responses into two columns on the board under the headings "Advantages" and "Disadvantages". **Identify** to the class that there are no/few disadvantages to having a complete education.

2. ▲ **Ask** the students to summarize the advantages and disadvantages of NOT having a complete education. **List** the students' responses into two columns on the board under the headings "Advantages" and "Disadvantages". **Identify** to the class that there are no/few advantages to lacking a complete education.

3. ▲ **Ask** the students to write (or tape, or show using art supplies) the story of their life in two versions: Life With Education and Life Without Education. **Direct** the students to develop each version of their life to realistically reflect the advantages and disadvantages they will experience if they lack or possess a complete education. **Discuss** the completed projects with the class and **assist** the students to identify which results they prefer for their futures.

4. ▲ **Review the major points of this lesson:**
   - There are no/few disadvantages to having a complete education.
   - There are no/few advantages to lacking a complete education.
   - The course of your life will be powerfully shaped by whether you have or lack a complete education.

Lesson 20

If You Knew Now, What You'll Know Later...

Goal: To dramatically assist drop-outs and seriously at-risk students to appreciate the hardships they may face if they lack a complete education. (The final portion of this lesson is intended to be used only with extremely resistant and oppositional youth with very entrenched negative attitudes about school. Experience and education in mental health or consultation with a mental health professional is advised before using this section.)

Materials: Chalkboard, chalk, pens, two copies for each student of "Find Out Now, What You'll Know Later"

1. ▲ **Ask** the students to comment on the value of competing school; **allow** students to state that they believe school has no value.

▲ **Ask** the students to list the adult tasks that require education, and **write** their responses on the board. **Elicit** answers such as "read a loan agreement", "fill in job applications" and "secure jobs that require diplomas". **Assist** the students to determine that properly performing many adult tasks requires a complete education.

2. ▲ **Distribute** one copy to each student of "Find Out Now, What You'll Know Later", and **ask** them to fill in the blanks as if they'd opted NOT to complete their education. **Discuss** the completed forms with the class and include in the discussion a **review** of each student's form to ensure that the student realistically reflected the impact of lacking a complete education. **Assist** the class to help students who unrealistically complete the form, to revise their answers.

3. ▲ **Distribute** the remaining copies of "Find Out Now, What You'll Know Later" to the students, and **ask** them to fill in the blanks as if they'd opted to complete school. **Discuss** the completed forms with the class and **compare** the results each student obtained on the first form versus the second. **Assist** the class to aid each student to honestly state which results they really prefer.

▲ If some students continue to deny the importance of completing school, you may wish to **ask** them to write their own obituary and to include in it, how lacking a complete education might have impacted on their adult lives. For extremely resistant students, peers can write the obituaries for them, then read them aloud. (Do not use this portion of the exercise with suicidal, emotionally disturbed or severally distraught youth, or without proper mental health professional supervision or experience.)

4. ▲ **Review the major points of this lesson:**

- You will need education to complete many adult tasks.
- The decision you make today about completing school will impact your future for the rest of your life.
- If you knew now what you will know as an adult about the importance of education, you'd stay in school.
- Education will likely make your life easier; lacking education will likely make your life harder.

Find Out NOW, What You'll Know LATER

Fill in the blanks of this form and discover the importance of a complete education to your future.

After leaving school, you knew you would now have to be solely responsible for yourself. You began to look for a job and found that with your education level you could qualify for jobs like _____ and _____ that paid about $ _____ per day. This was the kind of work you'd always _____. You began applying for positions and discovered that because of your studies in classes in English, Writing and Math, filling in job applications was very _____. When you went to interview, you were always _____ ready to manage interviews. Employers seemed to feel that good paying jobs would _____ be available to you.

Based on your education, applications, interviewing skill and experience, you obtained a job as a _____. The hours were _____ and the pay allowed you to secure housing that was _____.

When you received your first pay check, you did ___ remember what you had learned in classes like Math and Current Events about understanding banking, taxes and money management. You realized that you would soon be able to afford a _____ car and have _____ money for other purchases.

After several years on the job, your work skills, education and personality have led you to jobs in _____. When you look for better paying jobs, you discover that your choices are _____ by your education. Promotions have been _____ to achieve and you now live in a _____ and drive a _____. You have _____ been able to complete or arrange for completion of your taxes, pay bills, manage complex documents, supervise your banking and read and understand loan and credit agreements.

When you look back on your choices about completing school, you realize that the decision you made when you were young has _____ you throughout your lifetime.

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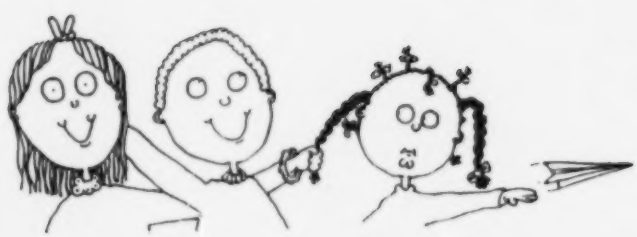

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